

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. X.

ST. LOUIS, MAY, 1877.

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- IV. The Polytechnic School, Prof. C. M. Woodward, Dean.
- V. The St. Louis Law School, Prof. G. M. Stewart, Dean.

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A MEMORY.

LILIAN WHITING.

An autumn evening; purple-tinged
The dusky night closed round us;
Hushed into silence by the spell
With which that music bound us.

O, winds of night, and stars of night,
That listened to her singing,—
Thro' all the next day's dreamy light
That sweet, sweet voice was ringing.

Thro' all the maze of magic mists
One haunting face before me
With topaz crowned, and amethysts,
Bent, like a spirit, e'er me.

The air was vocal with old rhymes,
Throbbing with rhythmic measures;
With silent strains of chants and chimes,
Fragments of voiceless treasures.

The organ's deep and thrilling tone
Upon the air still lingers;
The dream was all the poet's own,
Touched by her dainty fingers.

The tender grace of long-gone days
Its mystic spell is bringing;
I walk in memory's magic maze
And listen to that singing.

O friend, who gave me that sweet hour
Of rare and perfect pleasure,
What can I ask, what grace, what power
To crown thy life's full measure?

Ah, love, may harmonies divine
The years to thee be bringing,
Till, welcomed to the sacred shrine,
Thou joinst the choral singing.



J. B. MERWIN EDITOR.

ST. LOUIS, MAY, 1877.

National Educational Association, 1877.

Editors Journal:

The annual meeting of this body and its associated departments, will be held at Louisville, Ky., on Tuesday, August 14th, and the two following days. A hearty invitation has been received, and a cordial welcome may be anticipated.

The programme of exercises will be announced in May, and the hotel and railroad arrangements at as early a date possible. M. A. NEWELL.

Pres. Nat. Ed. Ass'n.

BALTIMORE, April 20, 1877.

PROF. DICKEY has accepted the position of Principal of the schools in Webb City, Mo.

This is a "patch" from Chicago, transplanted bodily into this State; at least, this is the only way we can account for the *fact*, that such a city could be called into existence within a year.

A year ago there was scarcely a house there, now the enumeration of children of school age is 546. No more hard times; no more old fog-ism; no more of the "old;"—bottom has been reached; times are improving, and a new era is dawning. Prof. Dickey is the right man in the right place.

Now that the elections are over, and all the States are politically tranquil, we ought to push on the work of education with renewed vigor.

No one instrumentality will do as much to secure prosperity, and harmonize all the people, as a good system of schools.

Let us all work together to secure this.

MR. WM. H. JONES, a gentleman well known through the South, has accepted the position of General Agent of this journal, and he will visit the leading cities in its interest. We commend him to our brethren of the press. Any courtesies extended him will be duly appreciated. His work will help to create a constituency who will not only demand newspapers, but be able to pay for them.

THE May magazines, "Atlantic," "Scribner's," "St. Nicholas," "Wide-Awake," "Popular Science Monthly" and the "Galaxy," have all come to hand, and bring the best reading matter that the country can produce. Our teachers could easily secure them all by organizing a reading club, and it ought to be done in every school district.

No. 1 of Butler's "Ten Times Ten Series," is a compilation of one hundred selections from the best prose and verse writers, admirably adapted to the use of boys and girls in preparing for declamation day. Price in paper, 35 cents. J. H. Butler & Co., Philadelphia, publishers.

PROF. J. W. MATHIAS, of Greenfield, Dade Co., has been re-elected almost unanimously as County Commissioner of Dade Co. He has done a good work for years in Missouri, as he did in Illinois before he came to this State.

As we have tested the merits of "Fluid Lightning," we know whereof we speak in commending it as affording instant relief in cases of neuralgia, headache, rheumatism, &c., &c. Cram & Melcher are benefactors to the afflicted.

COUNTY INSTITUTES.—We are glad to see a vigorous movement made towards inaugurating a series of successful Teachers' Institutes. Nothing better has been devised for creating an interest among the people. Get up some good music; make every session attractive. Avoid long, prosy discussions about non-essentials. Stick to practical things and interest the people.

PICTURES A NECESSITY.—Mr. Geo. Dawson, in a recent lecture, said very truly, that "the office of a man's house was not only to give shelter, food and meat, but also to surround his children with those fair sights and sounds by which the sense of beauty might be cultivated. There were houses all over the country in which not a picture was to be seen, not a poem was read nor a song sung throughout the year, and yet people wondered why their children were vulgar. Beauty is a necessity, and the beauty of one's house should not be neglected. If a home or town was beautiful people took pride in it, liked to live in it and were sorry to leave it. We need a new society in every town, to be called 'The Society for Promoting Beauty.' We are going to help remedy this evil. See our premiums.

PROF. ROBERT D. ALLEN of the Kentucky Military Institute, says that the test of success in a County Institute, is the continual presence of the interested, intelligent elements of the community, both day and night. Without this result a County Institute is a failure. We wish we had the space to emphasize this idea.

THE "hard times" are over; good crops at good prices will send money into the hands of the people again throughout the country.

We are all of us more careful and economical—we expend less and earn more, and that will give us all a surplus. The era of good feeling among all sections of the country has come again. The "polliticians" can step "down and out." Let us rebuild on the sure basis of intelligence, fraternity and good-will.

THE outlook for an increase of business, for good crops and good prices—for a revival of the prosperity of the whole country, has not been so good for ten years as it is to-day.

Money is to be more plenty, and there is to be a much larger amount in circulation among the people.

COUNTY INSUITUTES, says Colonel Robert D. Allen, must be so conducted by teachers for teachers, in the presence of the community, as to awaken respect for the profession.

IS IT BEST?

IN discussing the results of "The Division of the School Funds for Religious Purposes," Dr. Wm. T. Harris comes to the point of the

NECESSITY OF COMMON SCHOOLS FOR PRODUCTIVE INDUSTRY.

It is a recent discovery, dating back a quarter of a century, that civil society must be protected in its departments of productive industry by the æsthetic education of the laborer. Taste quite as much as skill is an ingredient of the manufactured product that is to command the highest price in the market and the readiest sale. Various European powers have established large schools of industrial art, and by this means have successfully recovered prestige for their manufactures when in some instances the same had already been driven from market by foreign competition. The productive power of labor is increased 25 to 50 per cent by the education given in the primary school; and by the full course of the common school the increase in productive power (as measured by the wages of the laborer) is increased from 50 to 100 per cent over that of the illiterate.

In addition to the political and social necessity, there is the military necessity of common school education. This has become apparent through the recent rapid strides of Prussia to the first place among the powers of Europe. The other great powers are fully aroused to the importance of common schools, by that portent. The invention of machinery for use in war has progressed so far that an uneducated soldiery stands no chance with one trained in schools into ability to make combinations readily.

Thus, while other States educate for reasons of national strength,—military necessity and industrial necessity,—our nation has the weightier necessity of educating its citizens for the duties of self-government,—intelligent obedience to laws, and intelligent capacity to make and administer laws. The language of the President's message is very strong on this point: "We are a republic whereof one man is as good as another before the law. Under such a form of government it is of the greatest importance that all should be possessed of education and intelligence enough to cast a vote with a right understanding of its meaning. A large association of ignorant men cannot for any considerable period oppose successful resistance to an oppressive tyranny from the educated few, but will inevitably sink into acquiescence to the will of intelligence, whether directed by the demagogue or by priestcraft. Hence the education of the masses becomes our first necessity for the preservation of our institutions."

Here, then, are the grounds why the State cannot give up to the church the direction and control of common schools. The church is and must be the last institution to which to trust the political or the industrial interests

of the nation. Once, when the State and civil society were as yet germinal and undeveloped, and more or less in implicit unity with the church, all education was in the hands of the latter. With the development of these institutions, they became filled with the divine form revealed in them through the Christian religion, and took on the semblance of that divine form, each discovering its own peculiar guiding principle. Thus the State is governed by justice, civil society by productive industry, education by the scientific method. The principle of religion is adumbrated in all these, but could not be exactly repeated by them without destruction to the entire secular world.

It is not the question whether religion is essential to man or not. Its essentiality to the State, and civil society must be granted by all who will prove the necessity of the separation of church and State. The real question is whether religion should be united in implicit unity with the secular (State and civil society), and whether religious instruction is best given in the same school with secular instruction.

THE PRINCIPLE OF A CHRISTIAN CIVILIZATION.

Christian civilization—for such we must name it, when we consider what principle it reflects—has always tended to develop its institutions into independence through harmony with each other. An institution in collision with others is necessarily limited through those others and is made finite thereby; it depends upon those others for its definition. The tendency of the Christian principle of love and recognition is to evolve harmony; the members freely choose a common end and aim, and thus effect a deeper unity with each other through spontaneous self-direction on the part of each. Blind obedience requires definite specific commands. "One head shall govern many pairs of hands." But such blind obedience is an example of abstract identity wherein the central unit is not reinforced by the individuals subject to it. When the obedient hands have acquired enlightened brains, and can assist in the spirit of the whole, there is reduplication and reinforcement to the highest degree. By this the central unit is assisted to some purpose, for it has not to exert the motive power for all, but each member of the system is in turn a new centre and furnishes its own motive power. One brain divided and dissipated in the occupation of directing many blindly obedient hands soon reaches the maximum of its influence. For the margin of adaptation necessary under each new set of circumstances changes by degrees the original direction given, until it is to be found contradicting the first impulse. But when each new member of the system is a self-active one, one that seizes the central principle, interprets its spirit, and applies it to the new set of conditions with whatever modifications are necessary, there is

no limit to the growth of such a system. Recognition, reflection, harmony, are thus the products of the Christian principle, which tends perpetually to the evolution of new self-directive centres. God is believed to rejoice more over the creation of one free soul who loves and recognizes him, and lives a divine life, than over a whole cosmos of mechanically adjusted worlds regulated to run like clock-work. In the free soul he sees his image; in the mechanism he sees his caricature.

RHETORIC IN OUR SCHOOLS.

BY HENRY W. JAMESON.

ALL that has been said thus far, has reference to what may be termed the first preliminary stage of instruction in rhetoric. Much that pertains to the second part of the preliminary course has its beginning in the first. Elocution, properly speaking, has its first principles taught when the child begins to read. All through the first course of reading, until the age of ten, the child has been forming its opinions with reference to what he has read. The difficulties encountered when he essayed to master another's thoughts, were disciplinary; and when he attempts to express himself before others, he will unwittingly use simple language, such as he would be delighted to find employed by another; by the desire of imitating, he will be led to a style of speaking somewhat in advance of his years. Emphasis and inflection come naturally to children, when they deliver frequently short selections that are familiar to them; and, once become a matter of habit, errors are rarely made. The mistake of the ambitious teacher is, frequently, in trying to go over too much ground. One selection, well understood and well delivered, is worth any number of half-way performances.

The value that we attach to another's thoughts influences us materially in the estimates formed of our own. It is really true that the child studies practical criticism long before he begins to write compositions himself. It may be that the difficulty he experiences at first, is due mainly to the fact that the standard by which he judges of his own efforts is far too high. But can this be avoided by introducing composition exercises earlier into his course? It appears reasonable to suppose that such an attempt would meet with success. There are some of our schools in which children of seven are encouraged to narrate their experience before their classes. A few years ago, I heard a little fellow relate his experience with a vicious ox; his graphic description of his peril, combined with his earnest gestures, kept a whole class spell-bound; and, when he succeeded in escaping over a stone wall, the solemn faces of his audience relaxed, and they turned with zest to sentences about some less ferocious animal.

Aid can be given to pupils who at-

tempt what may be called oral composition. Well-directed questions from the teacher will help children along; or, if suggestions become necessary, they will serve a good purpose. Too much attention cannot be given to exercises of this kind. A second method for more advanced classes, would be for the teacher to give out an easy narrative, or descriptive subject, for the lesson of the following day, and to furnish the class with a list of simple questions relating to it. The answers to these questions, taken together, will form a short composition.

The changes in the style of compositions will be commensurate with the growth of children. It is not difficult to judge of the age of an immature writer by the form of the sentences he uses, taken together with their content. If close attention be paid to the wants of children, it will be found that their reading lessons and the class of subjects for composition must, in a measure, correspond. In order to do away with the possibility of error, it may be well to exercise, from time to time, their powers of paraphrase, or even metaphrase, the latter being attended with considerable difficulty. To derive benefit from such tasks as these, it would be necessary to have the study of English grammar introduced in the fifth year.

The formal part, or rather the mechanical part, of writing compositions, should be carefully taught in the sixth year of the school course. The rules of punctuation should be given to classes in such manner that they may be able to understand each one, and apply their knowledge to advantage. There may be twenty rules for the use of a comma found in some grammars; but better work may often be accomplished with four than with twenty. The system of having classes able to recite with accuracy a dozen or more rules, without being able to employ them in practice, is radically wrong. Every teacher has peculiar ideas with regard to punctuation, and after several years of drill in different systems, the pupil is frequently unable to punctuate. Paragraphing can be readily taught in the seventh year, and when classes have arrived at this stage in their progress, but little remains to perfect themselves in what they have already acquired.

It is necessary to say a word or two about spelling. There are in our schools two standards, Worcester and Webster. Why this is so would be difficult of satisfactory explanation. Though both Worcester and Webster possess their peculiar excellencies, much labor is yearly expended in a vain attempt to harmonize their adverse theories.

In the eighth year, errors in syntax and in harmony of expression, should be attended to. The studies of this year, as well as of those preceding, will furnish abundant material for exercise in composition. By obliging a pupil to write—say the reading les-

son of the day, its contents will be fixed in his memory better than in any other way that could be devised. The expedients within the reach of skillful teachers are numerous, when the subject of composition is brought into question. Let them use their own means to bring about the desired result.

Now that a partial course in composition has been marked out for use, let us turn again to the consideration of elocution.

The great amount of labor that is bestowed upon this subject, has not always been followed by satisfactory results. It is not intended to advocate a more careful study of inflection, emphasis, pauses, and other matters that belong to this subject; but rather to suggest devoting more time to the cultivation of the voice and memory in recitations as well as in reading. An annual review of the phonetic system will answer as well as any other means, in perfecting pupils upon the sounds of the language; and exercises in breathing, while reading or reciting, such as were explained on a former occasion, will assist in increasing both the volume of sound and the force of utterance. Memorizing the reading lesson before delivery, and particular stress laid upon understanding it, will aid in expression far more than all the rules in the readers. Perhaps the memorizing of other lessons is entirely wrong. It might be better to memorize only the reading lesson, and to recite other lessons without reference to the words of the text-book.

Objection may be urged against the introduction of the elements of rhetoric into the lower grades of our schools, on the plea that sufficient instruction is given upon this subject to answer present needs. When account is taken of the purpose of rhetoric in connection with the actual requirements of the community in which we live, every earnest advocate of popular instruction will see the desirability of its introduction. Many thousands of children leave our schools without any knowledge of English grammar, or the ability to construct correct sentences. An advance in our system of instruction, which will give to those unable to complete a full course, some power to express themselves intelligently, would meet with universal approbation. Allotted a fair position in our schools, some system of rhetorical instruction such as the one proposed, would, in time, be regarded as an essential part of an educational course. The benefit attendant upon the introduction of rhetoric into our schools, would not be entirely those of the pupil; but would be shared in alike by teacher and pupil.

No person can be called educated till he can organize his knowledge as a faculty, and wield it as a weapon.

Intellectual character is the last and highest result of intellectual education, and is the indispensable condition of intellectual success.

THAT PROBLEM.

SUPT. HIGHTOWER, of the Chickasaw Nation, in the last JOURNAL, states the unsolved problem of Indian schools.

After long and diligent inquiry, I have failed to find an Indian youth, who while residing in an Indian-speaking family and attending an Indian-speaking school, has learned to express his thoughts in English by speaking or writing.

The "full Indian" day schools taught in English, even by the energetic, painstaking teachers, are failures. In fact, the whole system is a delusion, as every practical teacher among the Indians well knows.

Why, in our Indian boarding-schools, with ten per cent. of the pupils speaking English when they enter, comparatively few acquire the ability to speak and write English fluently. The U. S. Government has been urged again and again to appoint a competent commissioner to fully investigate and report on this subject, but nothing has been done. As today tens of thousands of dollars and thousands of young lives are being wasted by "parrot teaching" in the various Indian tribes.

Thank you for presenting this problem to your readers.

I hope we may have some practical solution of it, now that the difficulty has been fairly and fully brought to the notice of the teachers of the country. M.

THE PROBLEM SOLVED.

Editors Journal:

I HAVE been interested in the inquiry raised by the Hon. Joshua Hightower, Superintendent of Schools for the Chickasaw Nation, and I trust I am not presumptuous in attempting to solve the proposed problem.

According to the facts stated, the difficulty lies in the line of language, a subject to which I have devoted many long years of study. Twelve per cent. of the nation are learning English in schools, while the 6,000 souls have a different language or use their own vernacular. Spelling and reading, as is stated, does not give the power to understand and speak English. The solution of the question requires that it be shown why this inability arises and how it may be remedied.

In order to speak a language fluently, we must be accustomed to hear it spoken. If eighty-eight per cent. of the people speak another language, the twelve per cent. who are learning English must necessarily experience great difficulty in learning it. How can this obstacle be removed or lessened in its influence?

I answer, First, by a phonetic system. As there are about forty-seven elementary sounds in English, several of which are, however, of rare occurrence, let the children be taught these sounds by teachers who are masters of English pronunciation, and then with a distinct character for each

sound, they will learn to pronounce correctly; and, by continuing this process, their ears will become accustomed to English words, and with this thorough acquaintance with the sounds, the ability to speak will naturally, as a consequence, increase continually, until tongue and ear will be timed into harmony, just as the instruments of an orchestra are made to harmonize.

Knowing the difficulty that even English-speaking people experience in uttering correctly what is written or printed, I am not astonished to learn of the difficulty of these Chickasaw children. The difficulty lies in the form of our written language, which all intelligent men are anxious to improve. The writer of this article has been engaged for years on an alphabet to effect the end of overcoming the difficulty here referred to, and will be ready to present it to the world within a few weeks.

But the second difficulty is the one of most importance. How shall these children understand the language? This is truly a great difficulty, but it is one with which teachers in St. Louis grapple every day. We have people of all nationalities in our schools, who have to be taught the elements of an English education.

The form of our language is so arbitrary, and requires so much time to learn it, that the attention is diverted from the meaning. Now, if we reduce the form to its minimum of simplicity, we will have the maximum time to learn the meaning and application of words. We must learn the form of words before we can learn how to use them, and we must learn their meaning through their use. If, then, we devote the maximum time to learning the meaning and use of words, we shall at the same time be able to so understand what we read. Thus, with a knowledge of the meaning of the technique of any science, we rise to a comprehension of its principles, and we can do it in no other way.

Knowing the great difficulties which non-English speaking people encounter in learning the language, I think that I can now meet that want through what I am now nearly ready to present. Hence, I would offer as the solution of the difficulty these two considerations:

- 1st. Accustom the ear to hear the words spoken by competent masters.
- 2nd. Reduce the language to its minimum simplicity in form, and then concentrate the attention upon the meaning and application of words.

These two simple means will undoubtedly produce satisfactory results.

T. R. VICKROY.

St. Louis, April 20, 1877.

HOW ARE THE FREEDMEN TO BE EDUCATED?—The religious weekly papers and the leading political journals agree together on one point, and when they do so their voice may be accepted as that of the people. The point is that the negro population of the South must be educated. On this most important question, also, the

voice of the pulpit is unanimous. Either the Freedmen must be elevated or they will sink the nation into endless troubles. Nor is this the view merely of Northern Christians; those of the South, we believe, concur in it.

Now there are various ways of accomplishing this great work, and it will take them all to accomplish it. The favorite plan hitherto, and one which promises great results, is to establish and strengthen seminaries and colleges all over the South for the education of colored youth as teachers. But this process is in its very nature somewhat slow, whilst the case does not brook delay.—[Daily Witness.

SECURE THE BEST.—There is no way so sure to waste money, says the "New York School Journal," as by not spending enough to secure the best men and women in our public schools. A ward or a town discharges a teacher and then hires one for half the money and chuckles over its financial wisdom. Financial folly instead! If it is poor pay it will be "poor preach." To-day the profession is full of those who are planning to go into something else because they are *paid so poorly*. Is this economy? The higher schools are full of half-fitted young men and women—because the work was done by half-paid teachers.

There are every year a half dozen men get into the Legislature who expect to save their constituents money; this year they have attempted to pare down on the teacher's salaries. There is but one question to be asked, What sum is needed to render the schools efficient? Will the same sum as last year do, or will more be needed? Suppose a million is cut off and is held out to the admiring gaze of so many short-sighted people in the State as so much saved. Stop a moment. Was the education given last year too extensive, too thorough and too effective. No parents think so; they talk of inefficiency, wasted hours and mal-education. Again, were the teachers paid sums that rendered them contented to work in a field that requires an exercise of the highest and noblest faculties? On the contrary, a discontent as wide-spread as the State is felt. Every teacher knows he or she is underpaid—poorly paid, and not at all in proportion to the value given. Better pay will secure better work.

The characteristic of intellect is insight into things and their relations, and this insight is exactly in proportion to the weight and power of the individual who sees and combines.

When a student leaves school to take his place in the world, it is indispensable that he be something as well as know something.

Thought should be the offspring, not attache, of the mind.

A fusion of force and insight gives thought the character of fact.

Clearly realize and resolutely face responsibilities.

Organization and Supervision of Schools.

BY W. T. HARRIS.

TOUCHING the organization of school systems, the first distinction that meets us is that between large and small schools.

Where the pupils are very few the teacher can have no classes, and the relation of teacher to pupil becomes that of the private tutor. The second kind of attention, that has been described in a previous article as the most advantageous for gaining an insight into human nature, has no place for manifestation in the smallest school. The recitation consequently lacks, even at best, the most valuable elements. Where, as in the ungraded school the classes are small and numerous, the time for each recitation decreases to a minimum and the teacher must be content to hear the lesson repeated parrot-like without critical investigation, or else consider only a small portion of it each time.

Where the school system is large, classes may be increased in size without bringing together advanced pupils with backward ones,—and there being a few classes to each teacher, time may be found to apply the best methods of instruction and discipline.

In large systems of schools, a two-fold system of supervision becomes practicable:

(a) The supervision of a principal teacher over the work of his assistants—conducted daily. The principal should have regular daily work of hearing recitations himself; he then comes as a teacher supervising the work of the teachers. This species of supervision is adapted to the correction of bad methods of instruction and discipline, to the support of weak teachers who have not learned how to apply all of their strength to the best advantage. It gives tone to the school in general and secures uniformity of standard throughout in scholarship and deportment. It furnishes a high court of appeal in case of the sudden ebullition of passion on the part of pupil or assistant, and thereby reduces to a minimum the direct application of brute force in securing order and discipline.

(b) The secondary supervision is that exercised by the superintendent, who does not teach pupils directly, and whose duties are too general to strengthen and support the weak teacher or to correct individual cases of bad methods in discipline or instruction. His function is to detect general tendencies in methods and to bring together and compare them, one with another, and discuss them with his principal teachers and less frequently with the assistants. This general tendency of methods cannot be readily discovered by the one who is engaged daily in conducting recitations, for the reason that he is obliged to sink his choice daily in a special form of instruction and must enter it with too much intensity not

to warp his judgment. Hence the individual teacher is necessitated to enter into the slow-moving dialectic of method, finding it necessary to change slowly to correct his one-sidedness—one-sidedness arising from the fact that all pedagogic drill is repetition, and all repetition is deadening. Nevertheless each change along the circumference of pedagogic method has its centrifugal tendency: It is in danger of a tangential direction, and this can be best observed and recorded by the general superintendent, who, in his visits, looks not so much after special results as after this matter of general tension and the drift of a school. The most important matters of discipline and instruction are the two species of attention already described in a previous paper, and these are critically observed as the first and unflinching test of the quality of teaching that is going on. The first glance into a school room on the part of an inspector, reveals to him the state of this two-fold attention as secured by the teacher. If the pupils at their seats are all busy with their tasks—silent and industrious, each one seemingly oblivious of all else in the room (including the visitor's entrance)—if the pupils engaged in recitation are each attentive to the words of the one reciting, and on the alert to criticize (though in a decorous and becoming manner) any defect in statement—the inspector is sure that the teaching is effective in essential particulars; and he may see all this in less than a minute.

A powerful means of directing the course of instruction is to be found in the system of written examinations.

As held by the teacher in charge of the class they partake of a technical character necessarily leaning to this side or that, according to the character of the recitations which are still vividly in the mind of the teacher and the class. As held by the supervising principal, they are more general in character, and suggest many points of view different from those brought up in the daily recitations. It is quite likely that the written examinations held by the general superintendent lie still less in the path of the daily recitations. It takes many compensating influences to cancel and remove the bias of a special textbook, teacher, or superintendent. The written examination for its function in securing accurate work, clear definition, and the ability of concise expression, is justly estimated one of the most important instrumentalities. Its defects are obvious: When too much stress is laid upon percents obtained in these examinations, the teacher and pupil are forced into a too narrow routine in order to secure the requisite standard. Breadth is lost for the sake of height. Moreover, it leads to special study for the occasion, and what is thus learned is not digested nor retained.

From the point of view of supervision of schools the question of the interrelation of the various orders of

schools suggests itself. Primary and higher education should form one course, and it is believed that what is good for a short course of study, is the best course as a section of a long one.

Studies for discipline and culture are the best for the cardinal branches whether in a long course or in a short course. Insight is better than information, and in the long run insight will possess the information.

In the course of study for each nation there should be such an allotment of the classics of the ancient peoples from whence it has derived its culture, as to take the youth back through the embryonic periods of the history of its national culture. For the modern Hindoo a study of the Vedas. For the young Chinese the classics of Confucius and Mencius. For the modern Europeans who have all derived their culture from Greece and Rome, the special culture studies are Latin and Greek. The embryology of modern civilization is to be found in the literature and institutions of those wonderful peoples. The theoretic and æsthetic consciousness of the modern world is Greek in its form, and it uses Greek words to express itself in all modern languages. The jurisprudence, political, civil and municipal forms—these are Roman in substance and are still expressed in Roman words. The study that emancipates the American youth most is therefore that of Latin and Greek—strange as it may seem. In familiarizing himself with the manners and customs of those ancient peoples, learning to think and express himself in their language, he is securing for himself a point of observation whence he can survey the far-off present and see it in its just proportions. In the glare of the present, surrounded by its bewildering variety, brought near by ties of familiarity and relationship, the perspective causes the relative importance of objects to be sadly confused. Once having discovered the illusion, doubt fills the mind in regard to all opinions. He who cannot ascend above the hampering limitations of his present surroundings, has no hopes. What we call a liberal education—i. e., an education that liberates one—provides for the elimination of these defects in our vision by taking us back through the long silent ages through which our civilization has been growing, to the original fountains of it. We must go to a distance in order to see a temple in its true proportions. From distant Rome and Greece our too crowded present can be seen without its attendant bustle and haste, and from those serene heights "our noisy years seem moments in the being of the eternal silence!"

THE OFFICE of this journal in St. Louis is at 704 Chesnut street.

We shall be glad, always, to have teachers, school officers, and others interested in education, call upon us when they visit the city.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XX. Elements of Governing Power.

Governing Power, in its educational sense, is ability to train to the habit of self-control. The great end of government is to facilitate growth; but growth results from voluntary and well-directed effort. The child is to be developed into the self-reliant and self-determining man, vicious habits are to be broken up and right habits formed. These results are not reached by force, or by mere authority, or by iron rules, or by cruel punishment. The child must be led to love and choose the good, and to hate and reject the bad. By judicious training, principles and precepts must be converted into habits.

1. *System is the first element of governing power.* System characterizes the Divine government and conditions success in all the fields of human achievement. The three factors are *time, place, method*.

1. *System means a time for everything.* Order, regularity, and promptitude are the pillars of government. How admirably ordered is the well-regulated household. The rising and retiring, the meals, etc., etc., occurring each at its appointed time, prevents confusion and produces comfort. A net-work of railroads is a grand exhibit of the power of system. The time-table is revolutionizing society, and the nations are learning to move to the rhythm of the rail. Napoleon once said to his officers, "Give your men plenty to eat and plenty to do, and you will find no difficulty in governing them." "Give the people congenial and steady employment," is the profoundest maxim of human government. "Keep them interested and busy," is the best rule ever given for the management of children. The school programme, by providing congenial employment for each pupil during each moment of the school-day, lays the foundation for good government.

2. *System means a place for everything.* "A place for everything and everything in its place," is as important to the school as to the housekeeper or the mechanic. Having places for play, for wrappings, for books, for study, and for recitation, enables the teacher to much more easily secure good order. Training pupils to habitually keep themselves and their things in place, prepares them for orderly habits through life. The teacher's desk, the pupil's desk, the school-room, and the school grounds should be models of order and neatness.

3. *System means method in doing everything.* Military precision should characterize all school movements. In calling and dismissing school, in class tactics, and in all school exercises, exactness is essential. Children thus acquire the habit of prompt obedience, and learn to move to the rhythm of society.

4. *System is the key to success.* Each one's experience will verify this statement. John and James started with equal chances. John worked to

a plan, and made systematic efforts to become a scholar and a man. James drifted, and was content to eat, drink and dance away the precious years. When forty, John was a distinguished member of Congress, but James was merely a nice little man without money, without influence, without brains. Systematic effort made the one a man among men, and drifting made the other a ninny. System builds railroads, carries on the world's commerce, and enables rulers to manage empires. Education is the world's work, and in all its processes the perfection of system is demanded. The school should prepare the pupil for life. The habit of systematic work is worth vastly more than all derived from books. In school government, thorough system, vigorously enforced, is simply invincible.

II. *Energy is the second element of governing power.* Labor is genius. Energy is the magic wand to which all obstacles yield. System is the engine, complete in all its parts. Energy is the steam that drives it. System is the school completely planned and thoroughly organized. Energy is the power that inspires its movements.

1. *A lazy teacher is an intolerable nuisance.* He keeps his seat through the livelong day. He prepares no lessons and gives no illustrations. In sleep-producing monotones he draws through the lessons. Under his administration dullness or disorder reigns.

2. *The teacher should possess a boundless energy.* Energy keeps the grounds, the house, the furniture and the apparatus in the best possible condition, prepares all available means of illustration, infuses the utmost life and vigor into the recitation, and meets and overcomes difficulties. Energy studies the disposition and capacity of each pupil, and adapts the management and work to each. Energy evokes and directs every power of every pupil. Indomitable energy compensates for many faults and almost compels success.

III. *Vigilance is the third element of governing power.* "Eternal vigilance is the price of victory." However perfect the engine, and however great the energy of steam, the constant vigilance of the engineer is indispensable. However systematic the organization, and however intense the energy of the teachers, no school can be successfully managed without untiring vigilance.

1. *The teacher must know his school,* and hence must use his eyes and ears. To govern well he must know the failings and purposes of the pupils. He must be able to see and hear in detail, to know just what happens. He will thus be able to at once and effectually correct disorder.

2. *Vigilance prevents as well as corrects faults.* He governs best who anticipates and prevents offences. Careless government fosters crime and renders its punishment barbarous. The eye of the wide awake

teacher incites to diligence, and dissuades from wrong.

3. *The worthy teacher watches to encourage and train.* The eye of the loving Father never slumbers. The tender parent watches over all the goings of a darling child. Marshal Ney, when about to make one of his invincible charges, would say, "Soldiers, the eye of your beloved commander is upon you. Napoleon expects each one to do his duty." So the kindly eye of the faithful teacher is ever upon his school, not to detect and punish, but to cheer and assist.

4. *Constant fault-finding is ruinous.* "Seldom reprove" is a safe rule. The vigilant teacher does not seem to notice a thousand trivial faults. The attempt to correct every fault must result in ignominious failure. Few things so utterly demoralize a school as the shrill, croaking voice of the continual fault-finder. Such nuisances should be abated at any cost, whether found in the State, the church, or the school.

Success is of the utmost importance to the teacher and to the pupil. Therefore let each keep steadily in mind that vigilance and discretion are the price of success.

IV. *Firmness is the fourth element of governing power.* Will-power is the mightiest of all forces. Will is law.

1. *School management must be uniform and certain.* System must be strictly enforced. A vacillating, temporizing policy is as fatal to good scholarship as it is to good government. A good, easy teacher is generally good for nothing. The determined will holds the reins firmly, and trains to orderly habits.

2. *The teacher needs an iron will.* This trait characterizes the great men and women of all ages. To resist importunities, to counteract fickleness, and to train to form and follow plans requires the utmost firmness. To develop decision of character, infuse iron into child nature, and fit youth for achievement, is only possible with teachers of iron will.

3. *The firm hand is best for the pupil.* The teacher kindly and firmly holds the pupils to systematic work for their own good. The soldier obeys without question. The pugilist submits absolutely to his trainer. How much more should the pupil yield implicitly to the requirements of a loving teacher.

The teacher needs the system of a Solomon, the energy of a Caesar, the vigilance of a Washington, and the firmness of a Napoleon to attain the highest results. The degree of the success of the educator will be in the ratio in which he possesses these traits.

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A TEACHER'S EXPERIENCE.

Editors Journal:

As an interested martyr I want to thank you for your efforts to impress the public mind with the fact that teachers, as well as other workers, need their salaries at regular intervals of payment. I intended telling you I was an interested party; recalling my experience of last year, I concluded I was a martyr, instead, though my name be found not in the book of Fox. And this was my experience. I was teaching in a pleasant town and county seat of Southern Iowa. All went merry as a marriage bell till the end of the first month when we were all very coolly informed that we need expect no more money till the school fund was replenished by spring taxes being paid in!! This was the first of October; it was too late to resign and procure another position. The prospect of existing on either air or charity for six months, was rather appalling; for, to ask one's landlady to wait that time for board-bills was about the same as soliciting alms, and then where was one's postage stamps to come from? Would the Post-Master wait till the town paid its taxes? Would the merchant advance us all the intricacies of a winter wardrobe, and let us pay when spring taxes came in? Would the ticket agent give us tickets to go to the State Teachers' Association in the holidays, and wait for his pay till the taxes were paid? Would you send us the JOURNAL, and trust us till those taxes poured into the coffers? Would the St. Louis Book and News House, to whom we must send for a new book now and then, send it on to a stranger who would pay just as soon as the county paid in its yearly dividend? Pondering all these questions, not silently in my heart, as did many, but with an eloquence whose inspiration was born of necessity (I may add it was never appreciated by the citizens), I concluded that though the teachers would wait for spring taxes, other people would not. So I sent to a bank in Illinois and borrowed money, and paid high interest all that year, for from October till the last of March, never one cent did we receive. And so, Messrs. Editors, from the depths of a most inconvenient experience, I thank you for your efforts to procure justice in this matter.

AN IOWA TEACHER.

PROBLEM.

Editors Journal:

Will you please insert in your next copy of the JOURNAL, the following problem for solution by algebra. A, B and C went to market with a certain number of eggs each; A, 10; B, 30 and C 50. They all sold at the same time, and at the same price each time, selling the same number of eggs, and finally all received the same amount of money for their lot of eggs. The question is, how much did each receive.

W. C. W.

MULBERRY GROVE, Ills., April 20, 1877.

PROF. J. B. T., McLeansboro, Ills., in sending his subscription to the JOURNAL, says: "It seems to be just the paper, not only for the teacher and student, but for the people to read. It can, and ought to be read by every family, and I shall take pleasure in securing other subscribers. We need to have more energy inspired among the people in behalf of educating the children, and the JOURNAL will do all this, besides furnishing reading matter of the purest tone and most ennobling character."

When our teachers realize that they must reach the people through the press, then they will see to it that educational papers are put into the hands of the people, and the school officers will be sustained, as well as those who teach, in their efforts to create a more intelligent citizenship.

PROF. THEODORE B. COMSTOCK, of Cornell, organizes another "Aquatic Summer School of Natural History," for the benefit of teachers and others. In addition to his own special qualifications for the work, he will be assisted by other eminent scientists and teachers in the departments of botany and zoology. It is expected that fully one-half of the pupils will be ladies, and an early application should be made for circulars and further information to Prof. Theo. B. Comstock, Ithaca, N. Y.

We are glad to learn that Ewing College, located at Ewing, Illinois, is not only growing in numbers, but morally and financially as well. The trustees have made arrangements to pay off the small debt, and to further increase the usefulness of the college.

There is no better place for the young people of Illinois to gain a good education than at Ewing. The Rev. John Washburn, as President, is assisted by an able and efficient corps of teachers.

The fine arts falls naturally into six divisions; on the ascending scale with gardening and architecture, sculpture and painting, music and poetry.

THE teacher who expects to succeed in the school-room, must make special preparation for that special work. We have too much experimenting at the expense of the people. It does not matter whether we have a school system or not, there will be a necessity for well-trained teachers.

The Normal School has an important work to do. No school can ever take its place. Several of our colleges have normal departments, but they do not give satisfaction. The college generally swallows up the normal school. The South needs at least fifty first-rate Normal Schools.

Each order of things has its angel; that means the full message of each from what is afar.

It is the unseen that possesses the essential life, and is eternal.

Receptiveness, like fortitude, is a rare and massive power.



J. B. MERWIN EDITOR

ST. LOUIS, MAY, 1877.

Will you when writing to advertisers, please say you saw their advertisement in this journal? It will be a mutual benefit so to do.

A HUNDRED PRIZES TO ONE BLANK.

HUMAN life is no lottery. The blind-fold goddess, Chance, is a mere image of the cowardly soul. It is the prating of ignorance, indolence, or folly, at best, which harps upon the good luck or bad luck that seem to be so strangely allotted. "Just my luck!" No, no. All effects are the fruit; causes are the tree. Cause and effect are not only certain, but are also, usually, clearly traceable. The general principle is unquestionable, and none can deny it except an atheist, if even he.

Human life, surely, is no lottery as it concerns character, scholarship and usefulness, with the happiness they bring.

The vast majority—the ninety-five per cent. or more—of our school-children should be taught it, with heartiest fervor and indelible thoroughness, the fundamental truth—as the corner-stone of the whole career—that, although they will probably never become rich, yet they may become, and ought to become, good, intelligent and useful, not equally so, but abundantly so for all desirable ends.

Fellow-teachers, let us appeal to these paramount and permanent results, as the sure reward of labor, when we address the motives of our pupils. Far from us be it to address sordid and selfish motives, for that is alike a short-lived, degrading and weakening policy. Let us train them to be cumulative in efforts, "re-inforcing themselves," "the total of the separate endeavors directed to one focus, and days be re-inforced by the years," the compound interest of intellect, the geometrical progression of character and beneficent power, the volume and power of a mighty river augmented by perpetual accessions from a hundred tributary streams, on each side, from its crystal fountains in the distant hills to its mouth four thousand miles away.

No glittering prizes of ambition, or of wealth, should ever be named to the scholar. The best motives alone ought to be habitually used, and the lower but occasionally, as may be needed. To be a president, a governor, a millionaire, a railroad-king, is within the reach of only one out of a hundred thousand, and that one, as the recipient of such vast power, peculiarly needs to have been inspired by the best of motives in his early years. Industry, honesty, fidelity

honor, economy, sympathy, bounty, as the ruling spirit; knowledge, life-long growth, the love of truth, symmetry of culture, for noble ends, all these are the hundred prizes to one blank, or to none.

Fellow-teacher, parent, trustee, you will observe that such an appeal reaches the vast rank and file of the millions of Young America, who are not blessed—or cursed—with grand intellect, hereditary wealth, personal beauty, or any unusual gifts. The poorest, the homeliest, the dullest, the slowest, all are embraced within the loving power, the life-long warmth of such incentives. It is not for the upper ten thousand, but for the millions, that the educating forces are to be lavished in the enrichment and strengthening of mind and soul. We are moulding the future nation into the likeness of its gracious Father in Heaven.

PICTURES FOR THE PEOPLE.

THE "St. Louis Daily Republican," in its leading editorial article a few days since, said very truly, that "Pictures in a house are almost as necessary as windows. The one gives light and life to the body; the other light and life to the soul. There are persons who cannot appreciate pictures, just as there are persons who cannot appreciate the glory of a summer sunset, the many-colored pomp of autumn, the gentle loveliness of springing flowers, the solemn splendor of star-lit skies. But as a rule every man, woman and child has some taste for the beautiful in nature and in art, and this taste has only to be judiciously cultivated to become a source of happiness as lasting as it is pure. This culture does not require any large amount of aesthetic education. The same eye which can see the beautiful in nature can, with very little training, see the beautiful in art; for true art is simply the reproduction of the richest and rarest features of nature. The time was—and not long ago—when pictures worthy the name were beyond the reach of the masses, and when none but the rich could afford to brighten their dwellings with these ministers of pleasure, these dumb teachers that speak so eloquently, these swift-winged messengers of thought and fancy that never grow old or weary. But thanks to the inventive genius and energy of the age, and the rapidly growing popular demand, pictures are now taken out of the hands of a close corporation and brought within the means of the people at large. Of course originals are as expensive as ever; more so, indeed, as the number of collectors is constantly increasing, and the number of great artists must always be small; but for everything except the mere pride of possession, a thoroughly good copy will answer all the purposes of the original—and good copies, in one shape or another, are abundant. A well-executed engraving is, in many respects, the most satisfactory of copies, for while it lacks the coloring, it

preserves the minutest details of the drawing and grouping, and therefore may be more safely and profitably studied than the average reproduction on canvas.

Engravings, however, have been, to a certain extent, thrust into the background by the modern invention of chromos, some of which are so excellent as to be easily mistaken for an oil painting, and these are gradually driving the indifferent and the bad article out of the market. Contrast a first-class chromo of to-day with the same grade of ten years ago, and the rapid advance in this branch of art is strikingly apparent. If that advance continues—and we see no reason why it should not—the time will soon come when the humblest cottage may be adorned with facsimiles of the choicest gems of the greatest artists. We have before us a chromo copy of a small marine view done in sepia, which is really exquisite. The wind-charged clouds, the silvery moonlight, the vessel sweeping away over the heaving sea, could not be more faithful in the working up, or more charming in their effect, were the picture fresh from the easel. The original would sell quickly for seventy-five dollars. The copy can be furnished for seventy-five cents.

With engravings, chromos and photographs at their disposal—and at prices within the reach of the poorest—the people have no excuse for missing the education which pictures afford; and it is one of the most encouraging signs of the times that this source of culture is obtaining a generous recognition from that class of the community which will be most benefitted thereby.

FACTS FOR THE PEOPLE.

AT a late meeting of the school commissioners in N. Y., an address was delivered by M. A. A. Keyes, embodying so much of practical value to our people that we are sure the following extract will be profitable reading. He said: The ordinary country district school—and there are 10,000 in the State—is only the shadow of what it should be. Poor teachers, poor appliances, poor accommodations and poor supervision cannot bring about a great educational result, cannot and do not, and thus while the youth in the rural district undoubtedly derives some benefit from attendance upon the public school, he is deprived of greater benefits which are really his by right. So long as school trustees care more for a few dollars in hand than they do for the advantages which a fair education would give their children, and so long as those officers charged by law with the duty of examining persons proposing to teach will license those who are not only inexperienced but notoriously incompetent, our normal schools, academies and academic departments will labor in vain to supply teachers for the average rural district. Just where intelligent supervision is most needed there is the least of it. The

district trustee seldom visits the school under his charge, and it is rare indeed that he is competent to advise with or instruct the teacher. The visits of the commissioner do not average more than two or three in the course of a year, and cases have not unfrequently been reported where no visit had been made by that official to certain of the schools under his jurisdiction for one and even two years. And so the poor, inexperienced and, too often, incompetent teacher, is left to go stumbling along week after week, trying to teach that which he himself does not understand, and to prove himself master of a profession without having learned even its rudiments. These are clear cases of the blind leading the blind. For these criticisms I do not claim novelty. Harsh criticisms are out of place in the face of captious criticisms by enemies. But we need no longer be afraid. The American system of public instruction has gained such a thorough hold upon the affections of our people that there is not the slightest danger of its abandonment on account of the suggestions of new ideas for existing defects made by those who are known to be its friends.

WHERE DO WE STAND?

ONE of our contemporaries quotes the following, thereby giving it its sanction:

"The one conclusive sign of a thorough education is the power of teaching."

The statement must have been carelessly copied, for our friend is certainly not prepared to receive and support all the conclusions which can be fairly drawn from it, or all the assumptions which it implies.

In the same paper there is a most vigorous defense of normal schools, and yet this remark would go far to prove that they were unnecessary. For the strongest argument in favor of normal schools is based on the fact that not all who know a subject thoroughly can teach it. It assumes that there is a science of teaching distinct from the subject taught, and that this science of teaching can be taught. It assumes that a person may be a profound and thorough scholar without being able to teach. If this be so what can be more unfair than to determine the thoroughness of a person's knowledge by an inquiry instituted to determine whether or not he can teach what he knows? But if this be not so, then there is no reason in normal schools, and they should be abolished.

If we turn the proposition round, and say that the one exclusive sign of power of teaching is a thorough knowledge, it would come nearer the truth. But even that would not be true. For there is a power of teaching, a knack, a faculty if it be so called, which is sometimes found in those who have not a thorough knowledge, and in a very marked degree.

Shall we test an expert's knowledge

of wines by his ability to teach others how to distinguish them? We could name at this moment a professor in one of our foremost universities who stands almost, if not quite, at the head of his department of knowledge in this country, who is also a very poor teacher, or, in fact, no teacher at all. The ability to impart the knowledge which we ourselves have, is dependant, in great part, on our imaginative powers, and also the tact gained by long experience in the trade, for teaching, though an art, is also a trade.

Let but the remark which we have quoted with the endorsement of our contemporary be accepted, and those who are fighting for normal schools may as well give up the fight and retire in good order. We are quite sure that this item was not carefully considered.

"For sea and land don't understand:
Nor skies without a frown,
See rights for which the one hand
fights,
By the other stricken down."

A PLAIN PROPOSITION.

MR. M. A. A. KEYS, in his address before the school officers at Albany, talks in a plain, practical way about the office, work, and qualifications of

SCHOOL COMMISSIONERS.

The office of school commissioner, as it now exists, is not exempt from criticism. I know very well, Mr. President, that I am addressing myself to school commissioners and others having important duties to perform under the school laws of the State, and yet I have no hesitation in saying that there is room for improvement in the system of supervision existing in the rural districts. The commissioner who performs or attempts to discharge his duties conscientiously, is overworked and underpaid. Eight hundred dollars a year is the salary attached to an office which, if properly administered, requires on the part of the person occupying it, quite as much technical knowledge as is possessed by the county judge or district attorney, and yet, while the judge and the attorney, the sheriff, the treasurer and the county clerk are paid liberal salaries or allowed liberal fees, the school superintendents are expected to work for the public for a mere pittance. For good work the public must expect to pay good prices. There is no county in this or other States, where it would be expected the services of a competent district attorney could be obtained at \$800 a year. Let salaries be made in some measure commensurate with the duties which the persons holding office are asked to perform. Then we may, indeed, expect to command skilled talent in the administration of public affairs. Put up the salaries of school commissioners, change the method of their appointments, require them to devote their whole time to the discharge of their official du-

ties, and make educational tests a qualification for the office. Introduce, in its broadest sense, civil service reform in connection with the office, and I firmly believe that we shall have taken some very long steps in advance in the path of educational progress. If I have seemed to speak harshly concerning defects in our common school system it is only because that as an earnest friend and supporter of the system I am anxious to have the proper remedies applied and to see it made productive of still greater benefits than it now confers. But I must not be understood as implying that the system, even as administered at present, is not deserving of support. The greatest glory of the State is the system of common schools, in which the children of the rich and poor are treated alike and instructed alike. Besides the things that are learned out of books and out of the mouth of the teacher, the common school teaches lessons of equality which cannot fail to be of the greatest value. The public would not long survive the destruction of the common school.

A New Wrinkle at Washington University—Special Accommodations for Lady Students.

ONE after another of our colleges and universities originally intended for the education of young men, is not only opening its doors to young women, but they are making such additions and modifications to what we may call the college "plant," as alone can show that when lady students come they are truly welcome.

And this is not so simple a matter as many at first thought suppose. We have, we fear, been too ready to censure the managers of some of our oldest and best colleges for indifference to, or prejudice against, the claims of female education. It has seemed so very simple a thing, for instance, for Harvard to say to young women, "Come, enter the lists with your brothers; strive for classic and scientific honors on an equal footing with young men," that we have found it hard to account for the fact that the invitation has not been given. It is possible that, in some instances, college authorities have been unreasonable in this matter, but it is *certain* that many intelligent and fair-minded people have not carefully considered the difficulties which lie in the way of the admission of young women to colleges planned, furnished, and wholly managed for the exclusive use of young men.

We recall our happy experience at a certain aged *alma mater*. Though the old and very plain buildings, the ugly, ill-furnished hall and stairways, the dismal recitation rooms, with straight, unrelenting benches, were good enough for young men, and no one ever thought of complaining; young women, whom we regarded as our peers intellectually and socially, would and should have received better accommodations. Compare Vas-

sar with any of the older colleges. Note the difference in the furnishing of the rooms; compare the easy proximity of the different lecture and recitation rooms in the former with the long walks and numerous flights of stairs often intervening in the latter, and recall the break-neck pace with which we used to rush, rain or shine, across the college yard from Greek to chemistry, or from mathematics to botany, and all in the space of five minutes.

Remember, these old institutions must be taken just as they are, with all their scattered buildings and lack of modern improvements, with their special endowments and conditioned bequests, and invariably with no money for general purposes. New institutions can be planned to meet the wants of both sexes without much additional expense, but a million dollars would scarcely suffice to adapt Harvard in all its departments as completely to the equal co-education of both sexes as she is now for the exclusive education of young men. This generation will hardly see the change at Harvard. In other cases the difficulties may be less, but in all they are chiefly pecuniary.

There is, however, another difficulty in the way of the adaptation of existing colleges to the wants of young women, and that is the uncertainty as to the demand for the change even were there no lack of means for making it. The actual demand for higher and better educational facilities for women does not appear to be as great as we have been led to expect. Does the hill of science and of letters look a little harder to climb than it did in the enchanting distance, and is the pleasure of climbing a little less than that of having one's claim to the right of climbing fully admitted? But we must not be unreasonable. Let us encourage the pioneers, and so foster the demand. It is a plant of slow growth, perhaps, but it will be sure.

The special proximate cause of this article, is the recent action of Washington University in fitting up one of its pleasantest rooms as a ladies' parlor and study. Although for several years young ladies have appeared among the students their number has not been large, and they have been subjected to no little inconvenience, and have, we suspect, felt not quite at home. This, we are sure, has not been due to any want of cordial good feeling on the part of either students or professors, who have done all in their power to make the ladies comfortable. The good will of the proper officials has finally manifested itself as stated above, and we know that their action has been very acceptable to the young ladies. Henceforth young women going to Washington University will find that they are welcome, and that everything has been done for their well-being and comfort.

Unless we are much mistaken, next year will witness a decided increase in the number of female students in

the College and Polytechnic School. By the bye, why should not our High School send a large delegation to the University every year? Graduates of the High School are, we suppose, fitted to enter the College or the Polytechnic School. One course of study in the latter appears to be peculiarly adapted to the tastes and needs of young women; we refer to the "Course in Science and Literature," which includes in addition to thorough work in language, mathematics, physics, &c., a four years' study of the theory and practice of drawing, coloring and painting.

A CORRESPONDENT writes: "The 'New England Journal of Education' sallies forth like a knight errant of old on a crusade against 'women as school principals.' This modern Quixote does 'not deny that some energetic women have the ability to manage and supervise the instruction of our grammar schools efficiently, but claims that the experiment is one fraught with danger to the best interests of education.'

And wherefore?

As I understand the position, it is only to put in power these same 'exceptional, energetic' women, and give those who do the work of men the same salary with men, then may she 'travel, read more extensively, acquiring the externals of society, that fits' any one for his duty. If girls need contact with masculine minds and manners, how much more, how infinitely more do boys need the influence of true, strong, noble womanhood."

WHICH?—Do we want to cultivate quality of mind or quality of knowledge by our instruction? This is the everlasting question, the answer to which may well "give no pause." It is the pivotal question on which turn all the minutiae of our professional work. If every teacher would ask herself daily, "Am I cultivating quality of mind or quality of knowledge?" we should perhaps have fewer public examinations and fewer lists of high percentages, but twenty years hence we should have a better developed race of men and women, and a nobler country with higher possibilities.

QUALIFICATIONS OF TEACHERS.—

It is apparent schools cannot be good if the teachers are not good. I would have in each town a board of education to be appointed by proper authority, and to that board I would entrust the duty of employing teachers for the town schools, and to fix their wages, &c. Let the school district exist as it does now, but take away from the trustees the power which so many of them frequently abuse—that of employing teachers. I do not advocate an entire abandonment of the present district system; I would only modify it, and I would have the town board clothed with powers ample enough to enable it to force districts to employ competent teachers.

NASCITUR NON FIT.

LILIAN WHITING.

TEACHING is not an art; it is not a science; it is an inspiration. Technical knowledge, professional training, general culture and *aliveness*, if one may coin the word, all are means and indispensable elements, but the spirit, the life of it all, the soul of the work, *must* develop from within. All the hints and formulas for teaching this or that branch, that could be written on a parchment that would arch the heavens, would not make a genuine teacher of one who had not the inner impulsion stirring in his inmost being.

Now some of us seek help to our labors in the wrong way. We cast about us for the most approved method of presenting arithmetic, or grammar, we seek an infinitesimal portion for an hour's present need, when we should take the grand whole into our lives for a lifetime. It is like one who, suffering from some disease, applies a local, temporary remedy, when the whole system should be invigorated and built up till it is sound and healthy throughout. This holds true mentally.

We wish to teach grammar. Can we absorb into our lives the grandeur of language; its majestic meanings; its rhythmic cadences; its lyric inspirations; its concentrated thought; its foundation on things natural and things spiritual? Have we assimilated into our lives the language of the master spirits of all ages? Do we know what a *word* stands for, how much it may hold of historic meaning, of poetic imagery; how it may come down to us freighted with some customs of a people now forever lost from the nations of men? Do we comprehend the beautiful relations of words to each other? Then we shall teach grammar well, never fear, though educational journals do not give a formula for a recitation.

Geography; what a world is here. It is infinite as a study. For it is not alone the configuration of continents we want nor the locations of States or cities, but with these we can link facts of history, tales of noble lives lived, of inventions made, of songs written, of mythological legends, clinging about them. One might as well pour water on cabbage leaves, as to pour out technical geography without vivifying it with story and song.

The teacher must see each study in its wholeness. She must comprehend its relations to life and the universe. Then can she wisely, intelligently and interestingly apportion the separate parts.

The author cannot tell us how to write. No other teacher or educational periodical can tell us how to teach. The teacher must be the artist also. She must have the creative, spiritual power. One who would be great as a teacher, must be great as a man or woman. We are not machines, but hand and heart carvers—sculptors. Our own ideal shapes and defines the strokes.

Let us not object to abstract thought, saying it is not practical. It is the very soul of real, enduring labor. "Visions are the creators and feeders of the world." It is the *unseen* which is eternal. It is the ideal we have of a school as a whole, and of each recitation as a part, that determines what our school shall be, and what we shall be as teachers. And unless we have this comprehensive vision of our work as a whole, we shall grope blindly, and miss the sweetest rewards of our labor.

The Stoddard School in St. Louis.

Editors Journal.

IN the fine school system of St. Louis, which is at once the pride of the city and the admiration of the West, it would almost seem invidious to make special note of any one, when all are so superior, only that a tourist cannot give himself the pleasure of seeing them all, and can only write of what he *has* seen, unless, indeed, he ante-dates impressions and economises time as did a modern European traveller, who wrote his letter describing Rome on his way to the seven-hilled city, and posted it the first thing on his arrival, to leave his mind free and pleasantly receptive for his tour. Admiring, while I cannot imitate, I beg your permission to refer to this most delightful school, the Stoddard, under superintendence of Prof. Caldwell.

Entering, we were shown to the principal's desk by such a courteous young student, that we thought what an honor he was to the training of parents or teachers—perhaps both—and while waiting for the busily occupied principal to come to us, we had leisure to enjoy the exquisite collection in the cabinet of this school. Every country in the world is said to be represented by these specimens—wonderful stones, and shells, and curiosities of all kinds, artistically arranged in a glass cabinet, with a mirror lining at the back. It is an object of great pride and interest to the pupils of the Stoddard.

And the different rooms here; the order, neatness, the atmosphere of steady, diligent work, the politeness of pupils, the rare and gracious courtesy of teachers and principal, all combine to leave, not only a beautiful picture in memory, but a new inspiration for the great and grand educational labor. One sees schools now and then where the principal seems a mere ornamental figure-head, shedding his masculine dignity only over the school, but the earnest labor in which we found Prof. Caldwell engaged, impresses the visitor with all it may mean to superintend a school. And the influence of such a principal is magnetic, irresistible, inspiring pupils and teachers to their best.

E. L. W.

Character is the spiritual body, and is the result of assimilation.

Character indicates the degree in which a man possesses creative, spiritual energy.

AUDRAIN COUNTY ALL RIGHT.

MR. MCINTYRE, of Audrain, made a very able speech in favor of a liberal maintenance on the part of the State of all schools, saying very truthfully, that "school houses are the greatest auxiliary to law and order we have, and while we pay \$600,000 for the support of criminal institutions and in payment of criminal costs, we are complaining that we are not able to support institutions of learning," and called attention to the fact that over half the 1,300 prisoners now in the penitentiary can neither read nor write. Continuing, he said, "I believe it to be a duty we owe to the people of the State of Missouri to put ourselves squarely and unmistakably on the record as liberal supporters of all educational institutions, and I have not even a solitary doubt that the necessary funds will be forthcoming." He further said that he was not afraid to go before his people, nor the people of the State, and tell them that he voted liberally for the support of every public institution in the State. He was willing to stand before the public in that attitude, and if the public sentiment of the State condemned him, he was willing to stand condemnation; but he was not willing to stand there and refuse to vote liberally for normal schools, because if he did, it would injure the public schools, and thus bring irreparable injury to the State itself.

A sensible speech that, because true.—EDS.

THE LITTLE CITIZENS.

A FEW days since, the teacher of a public school in one of our interior towns, punished a boy for gross misconduct. The School Commissioner, in commenting on the case, used an expression equivalent to the statement that the pupil is entitled, in general, during school-life, to the treatment of a citizen. This, of course, is to be understood as the treatment of a well-behaved and law-abiding citizen in an orderly and harmonious community.

The Commissioner is right.

Yet it is a novel view of the case. The little citizens! Of all sizes and from thirty pounds weight to one hundred and thirty or more; from two feet high to an occasional six-footer; from the A B C class to the exulting graduate. Embryo citizens, each and every one—as varying in talent, in tastes, in knowledge, in habits, in aims, as their parents are. Citizens, entitled to the full benefit and protection of just laws, administered impartially and humanely.

In sharp contrast with all this, now, look carefully throughout the school-rooms, which you can visit.

The burden of proof is often thrown on the little citizen. The presumption is against the small specimen. Guilt is presupposed. The child is, we grieve to say, expected to be a rogue, or an idler, or a liar, or a brawler.

If found guilty, "Ah! it is just what I expected or suspected."

Many a teacher takes the same habitual view of children that a police justice or a constable may take of adults; viz.: that all are criminals, but all are not yet caught in the act; that it is, in fact, a mere matter of luck, or cunning, whether they will get caught, but that undoubtedly, about all are bad enough to be punished, could justice but have its due.

"Caught you, have I?" shouts the teacher, with triumph, and with smiles or outright laughter. No thief-catcher could be more triumphant. No mail-agent nabs a culprit with keener sense of his own shrewdness. No cat-like instinct is more alert and joyful on the scent of a sly marauder.

The little citizens!

We welcome them to the older ranks. May they grow into larger citizens with as little downright malice, with as little real intention of doing serious harm to others, with as little conscious guilt, as they now really feel!

Would God that all our larger citizens were as affectionate, as confiding, as innocent, as generous, as helpful, as docile, as frank, as the little citizens mostly are.

Would God the parents, the teachers, the school officers, all entered into their feeling with clear and loving appreciation, and could see what children really are and need. If the Roman satirist, Juvenal, felt that "a boy is the most sacred creature in the world," shall a full-grown citizen of this Christian land not rise to a higher view?

All hail! little citizens! Ye are to be the next generations, heritors of our rights, liberties, and privileges—the sovereign people, legislators for the future ages.

May the treatment you receive, the kindness, the respect, the fostering care, the patience, the culture, be such as your present rank and your future duties deserve. May your conduct and treatment both be such as befit worthy citizens of the great republic.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

Goethe's standard of a man is: What object proposed to himself? What degree of earnestness in attaining that object?

The Children's Page.

CONDUCTED BY LILIAN WHITING.

True worth is in being, not seeming,
In doing, each day that goes by,
Some little good, but not in dreaming,
Of great things to do by and by.

My dear little friends:

This lovely May morning I sit to write you, while bird songs are thrilling the fragrant air, and showers of drifting blossoms are falling, pure as white lilies, noiseless as snow-flakes, silently sifting down as surely and as purely as God's messages sink into our hearts. Are not these lovely days to go to school, through the deep shadows of the odorous woods, with swaying branches parting to let the sunlight through, and the brook leaping laughingly over the stones, now winter has set it free from the ice-prison; while the fern fronds are reaching toward the light and the May flowers smiling in our faces? I can see you, my dear little friends, as you come into the school-room, with the ferns and the mosses, the shells, and pebbles, and flowers, and I can see your little deft fingers arranging them on the "teacher's desk." Perhaps you have more anemones than arithmetic, more shells than spelling, more green leaves than geography—have you? But if you were all my little pupils—I wish you were, we would have such good times—I should tell you that all of these are part of God's book, and He wants us to learn them, else why should He make such a beautiful world for us to live in? Did you ever bring in your arms and aprons full of woodland treasures and use them for a spelling-lesson. It's so nice to go to the woods to find lessons in these sunny May days. And once we—my little pupils and I—went to the woods and found our geography lesson. This was how we did it. Charlie asked his mother to lend us her very largest dripping pan. She said she'd like to know what a teacher wanted of it, and he promised to tell her; so we took our pan and went down to the brook and filled it with water. Then Willie, and Nellie, and Gracie and Ned, cut turf, and we all commenced making little islands, and continents, and archipelagoes, and mountains. We took our "natural divisions of land and water" back to the school-room, and had just the nicest lesson! It was one of these lovely May days, when the birds kept up just such a twitter in the sunshine that we "just couldn't" study books—there wasn't any use trying.

O, did I promise to tell you the story about the Caucasus mountains this month? In another corner of this page you will find it, but I don't dare to write any more to you now, or our kind editor will look at us rather severely for taking up so much of his space. He has so much to say to the teachers, you know; but they can't bring all their wisdom on our little nook here—that's one comfort.

Dear Sister Lillian:

I promised to write you again, and tell you of some funny things I saw at the Centennial Exposition. One was a funny looking-glass, in the main building, that made you look poor and long, and right beside it was another made you look fat and broad; everybody laughed when they looked in those mirrors. Mamma said one was convex and the other concave; they were funny, anyhow. I could have looked in them all day, but we had not time. Another funny thing was the butter woman statuette—made out of butter. Some drawings were there by Queen Victoria; I did not think them very good; the boys and girls in our school can make better pictures than they were. Still it was very kind in Victoria to send them to our Exposition. When we have another one, the boys and girls of my class are going to send some. We do not call our pictures etchings, though.

We saw a large Corliss engine. I was a little afraid of it. We saw a good many steam pumps; they just made the water spout all the time. One place we saw a dead baby ready for the coffin, and another group where the family were crying because a reindeer had been shot. The music was nice, and the apples and grapes in Pomological Hall were very nice to look at, and good to eat. We saw the unveiling of the statue of Columbus. It was presented to our Government by the Italian Government. I will write you again.

Your friend,

WILLIE C. SHARON.

P. S.—I saw a good many Budes, but I do not know whether I saw the Budge you mean or not. Tell me when he was there, if you please.

W.

MARIAN CENTRE, Kansas, 1877.

Another Good Letter.

Dear Friend Lillian:

I received the paper, and having read the letters on the "children's page," I, also, will write one. I am not in school now, as it closed in February. My studies are history, analysis, arithmetic and writing.

I like to read, but I have not seen "Alice in Wonderland," or Miss Alcott's "Rose in Bloom." I am now reading in a book mamma sent me, the "Child's History of England," Mamma takes the "Youth's Companion," and I enjoy it so much. I have a present of a new book, the "Young Folks," which has some very good reading in it.

Can you not come to see us when mamma comes home? We should like to have you visit us this summer. With much love, I am your little friend,

DORA IAMS.

BROWN'S STATION, Mo., April 3, 1877.

Will not our little friend, Dora, look up the story of "Alfred the Great," and write it for the "children's page?"

Dear little friends:

I thought perhaps you would like

to hear what I have been reading. I have just finished two books—one called "Hitherto," by Mrs. Whitney, and the other, "Aunt Jo's Scrap-Bag," by Miss Alcott.

I like them both so much that I cannot tell which is the prettier.

I have also read "The Other Girls," by Mrs. Whitney, but I do not like it as well as "Hitherto," though it is real pretty, I think. My teacher is going to get "Faith Gartney's Girlhood" for me next.

I think little children would like "Aunt Jo's Scrap-Bag" best of all, as it is about little children, and older ones would like "Hitherto," it has so many sweet thoughts in it. If you read any of these, please write and tell me how you like them.

Your friend, EMMA ADAMS.

St. Louis, Arsenal, April 20, 1877.

On the Caucasus.

It is related that Parrhasius, a great painter, wished to paint the expression on the face of the dying, and that he purchased a white slave of Philip of Macedon, whom he "chained to the cold rocks of Mount Caucasus." The vultures would prey upon his flesh, but the fable runs that as fast as they ate, it would grow again, so he was in constant torture, and when he would faint in agony, Parrhasius would revive him with cordials, or with extremer tortures. N. P. Willis has embodied the incident in a fable, in which he makes the painter say:

"Pity thee? So I do. I pity the dumb beast at the altar. But does the robed priest for his pity falter?"

I'd rack thee, though I knew a thousand lives were perishing with thine, What were ten thousand to a fame like mine?"

Questions.

We often see the Gordian knot referred to. Who of our little friends will write and tell us from what this expression is derived? Also, why are the grains called cereals?

GREEK HISTORIANS.—Herodotus is called the "Father of History." Thucydides is the most profound writer, and his greatest work on the Peloponnesian war, is called the "Possession forever." Xenophon was a brilliant historical writer. His greatest work is the "Retreat of the Ten Thousand."

GREEK PHILOSOPHERS.—Pythagoras established the school of philosophy bearing his name, and Socrates, Plato and Aristotle have each promulgated systems with certain individual peculiarities of belief. Alexander the Great was at one time a pupil of Aristotle.

GREEK LITERATURE.—Poetry preceded the prose. The schools of poetry were successively, the Homeric, the Epic, the Elegiac, the Lyric and Dramatic. The first was represented by Homer in the immortal poems of

the Iliad and Odyssey; the second by Hesiod; the third by Simonides; the fourth by Sappho, Anacreon and Alcaeus, and the Dramatic by Eschylus, Sophocles and Euripides. The master of Greek comedy was Aristophanes.

TECHNICAL TEACHERS.—Are we to have them? Are we to learn any one art thoroughly, securing it to ourselves as a means of support, or are we to go on in the pursuit of a knowledge of everything in general and nothing in particular? The end of life is life itself, and education is the means of fitting us for this. "The souls pauperized by inaction," are only equalled by the souls pauperized by no special line of action; good at nothing, with a degree of power too faint to be of real service in special directions. A general education is the pedestal, the foundation; but the special education must shape the issues of life. "Special training for special work is the first principle in practical life." Shall special training be given in our common schools? There are, undoubtedly, objections to be met. There are also grave considerations in its favor.

(a) Specialties interest a child. His mind cannot comprehensively grasp the great plan of life, and one phase—one work or art—enlists his thoughts and energies.

(b) A majority of children are more mechanical than intellectual. Feebly developing the intellect with abstract knowledge, and not developing the constructive power at all, the pupil is a poor subject for his work in life.

(c) If one instance under my personal knowledge will have weight, I can cite that of a boy nine years old, who has taken wood-carving with good success, showing skill in the use of tools and accuracy in following the design. In other mechanical arts a majority of children would, I believe, show similar results.

E. I. W.

There is just so much substance to us as there is truth, virtue, spiritual life within. The soul is ideal; all there is of us is ideal; and in proportion as a man believes in the permanence of ideal things does he become a fact, a solid something among transitory shadows.

We sometimes gain outward experience at the expense of inward growth.

Character represents a force that can be calculated, and the issue of its action predicted.

The night is unto them who have no vision.

Take the world as it is, with the vision that creates all anew.

Visions are the creators and feeders of the world.

All force is spiritual, causal; creative, enduring power, resides only in truth, virtue, emotions, thought.

WHICH?

THERE are two systems of schools supported by almost every community. One is a school where children are taught to read and write, taught obedience to law, taught to respect the rights of others, taught and trained to be law-abiding, productive citizens.

The other is "the street school," which the "Burlington Hawkeye" illustrates as follows:

"Two boys were caught in a church at Aurora, Illinois, a few days ago, where they had been busily engaged in robbing the church organ of the pipes, which they pounded up and sold for old metal. The audience room of the church had not been used lately, and the boys crept in at a broken window and had undisturbed possession, with ample time to carry on their pilfering act. They damaged the organ to the extent of \$2,000. They were finally caught in the act, and have been sent to jail. These boys were but two out of a large number who roam about the streets, lawless, and rapidly developing into criminals."

Which school do your boys attend? Which is the best in its influence and outcome?

ON THE RECORD.

THE Henry County "Democrat," says:

We are glad to note that our member in the Legislature put himself squarely upon the record on the school question. In giving the debate over appropriations to the normal schools, the 'Republican' says: 'Mr. Thornton, of Henry, a leading Democrat, followed Mr. Eitzen in an eloquent appeal for a liberal support of our educational institutions. It has been claimed by Republicans in the last canvass that 'the Democracy were enemies of school-houses, and school-houses the foes of Democracy,' but he believed it to be the desire of the Democratic party to advance the cause of public education. West Point is to the army of the United States what the normal schools are to the school system of this State. It would be wiser to make no appropriation at all, than to eke out only a sufficient amount to keep them dragging along through a sickly existence, doing no good and becoming the laughing stock of more advanced States. In reply to the assertion of Mr. Williams, of Scotland, that the normals were local institutions, he said that the students in Warrensburg school represented twenty-eight counties.

THE NEW UNIVERSITY GEOMETRY, just published by Thompson, Brown & Co., Boston, contains some original features of great practical value, and worth the close attention of teachers. Remit 75 cents, and secure a copy for examination.

An individual is a causative, spiritual force, whose root and being are in eternity, but who lives, grows, and builds up his nature in time.

Recent Literature.

ST. LOUIS BOOK AND NEWS CO.—This old and reliable house are now offering rare bargains in books, of which many teachers will be glad to avail themselves. Desiring to reduce their stock of miscellaneous books, they offer a large and attractive catalogue at greatly reduced prices. All orders received by mail will be promptly filled. The stock comprises all classes of books. A valuable edition of Michelet's History is offered at \$1; Longfellow's prose works at \$1.50; DeQuincy's works at \$1.75 per volume, and a large number of valuable standard works at a price rarely found. Now is the opportunity for good bargains, both for private libraries and for those of schools and towns. Catalogues sent free on application to the St. Louis Book and News Co., 307 N. Fourth St., St. Louis, Mo.

INVENTIONAL GEOMETRY; by Wm. Geo. Spencer. D. Appleton & Co., New York. For sale by Book & News Co.

Herbert Spencer, in a prefatory note to Messrs. D. Appleton & Co., says: I am glad you are to re-publish in the United States my father's little work on "Inventional Geometry." To its great efficiency both as a means of producing interest in geometry, and as a mental discipline, I can give personal testimony. I have seen it create in a class of boys so much enthusiasm, that they looked forward to their geometry lesson as a chief event in the week. And girls, initiated in the system by my father, have frequently begged of them for problems to solve during their holidays.

It is beautifully printed and bound in flexible cover, and ought to have a large sale. It contains nearly 500 problems, from the most simple to the most complex. The author says, "It is not so much the problems which you are assisted in performing, as the problems which you perform yourself, that will improve your talents and benefit your character," a fact teachers are sometimes apt to overlook.

We are sure we do our readers an essential service in calling attention to the five courses of summer instruction in science for 1877, offered by Harvard University.

A large corps of only the most eminent men are employed by this institution, and the advantages offered will doubtless attract students and others from the West and South this year, as it did last.

A line addressed, "Sec'y Harvard University, Cambridge, Mass.," enclosing stamp for reply, will bring circulars giving full information

COLONY BALLADS; by Geo. L. Raymond. New York: Hurd & Houghton. For sale by Book & News Co.

This is an attempt to represent some of the scenes in connection with the Revolutionary War, and many of the verses are spirited and clever.

THE ART OF PROJECTING; a Manual of Experiments in Physics, Chemistry and Natural History. By Prof. A. E. Dolbear, Tufts College. Boston: Lee & Shepherd. For sale by Book & News Co.

The object of the author of this little work, is to point out to teachers and others the use of the magic lantern. In addition to the text the book is profusely illustrated.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.
Editors Journal:

1. Bonds voted under the provisions of sec. 1821 may be sold and issued as the necessities of the independent school district require; but cannot be made available for the purchase of school-house sites.

2. There is no provision for a special meeting of the electors of a district township. The only meeting provided for by law is held on the second Monday in March, and all actions at special meetings are illegal.

3. The secretary of the board of directors, unless he is a notary public or other civil officer qualified to administer oaths, cannot administer the oath to sub-directors. A sub-director, whether holding over, or elected, can administer the oath of qualification by sec. 1790.

4. Business done by the new board of directors on the second Monday of March is void; because their term of office does not begin until the third Monday of March. All such business done, including the re-organization, should be re-enacted at a subsequent meeting, to make it legal.

5. The number of votes cast for a school-house tax is immaterial, provided such number is a majority of all votes cast upon the subject of a tax.

6. When the treasurer is chosen from the members of the board, under sec. 1721 or 1802, his ceasing to be a member of the board in March, does not terminate his relation as treasurer of the district until September following.

7. Depositing a letter in a post-office without further proof that such letter reached the party addressed, is not a legal notice as required by sec. 1793 to secure the payment of tuition on the part of an adjoining district.

8. The electors have no power to authorize the loan of school funds. Code 1873, sec. 3908.

9. Frequent inquiries are made of this department concerning the power of the board over the studies to be pursued by the pupils. The rulings of the court have always been in favor of the ultimate power of parents to determine the studies to be pursued by their children. Supreme Court Report of Wisconsin XXXV, p. 59. Illinois Supreme Court decided the same last summer, not yet reported.

10. Whenever a treasurer receives, aside from his salary, any money or other valuable consideration for the use of the money in his hands as treasurer, he violates the law and is amenable to the provision thereof. Code 1873, sec. 3908.

DES MOINES, April 20th., 1877.

Our Teachers' Bureau.

Those desiring teachers are requested to state—

- 1st, Salary paid per month.
 - 2d, Length of school term.
 - 3d, Qualifications required.
- Teachers desiring positions will also state—

- 1st, Their age.
- 2d, How much experience they have had in teaching.
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

No. 280. A college graduate, a thorough student of Philology desires a situation where he can teach one or

more of the following branches: Latin, German, Gothic, Anglo-Saxon, English. Salary \$800 to \$1200, according to situation. First-class references, including Prof. W. D. Whiting, Ph.D. LL.D.; and Prof. H. P. Wright, Ph.D., both of Yale. Inquire for No. 280, at this office.

No. 281. Wanted! By a lady of culture and large experience, who can furnish the highest testimonials as to efficiency, capacity, and character, a position in a ladies' seminary as a teacher of instrumental music. Address No. 281, this office.

Special Notices.

That Summer Trip to Lake Superior.

Prof. Theo. B. Comstock, of Cornell University, writes us that "a few more, of both sexes, can be accepted as members of the Aquatic School of Natural History, for teachers and others. Rates very low: will probably be increased to all applying after June 1st." Address Prof. Theo. B. Comstock, Cornell University, Ithaca, N. Y., Director.

Beethoven Conservatory of Music.

This institution, under the direction of Messrs. Waldauer & Goldbeck, has not only become permanently established in St. Louis, but it is exerting a most healthy and beneficent influence throughout all this region in the way of musical culture. The talent, ability and efficiency of its leaders, and the work they are doing, draws to it students from nearly all the States in the Union.

It is located at 1113 Pine street, among the choice private residences of the city, and the coming term promises to be more largely attended than ever, now that business begins to revive and money is more plenty.

The course of instruction is similar to that of the conservatories of New York, Boston, and Baltimore, embodying also the most desirable features of the art schools of Germany, Italy, and France.

The course includes lectures by eminent professors of the science of music, languages, &c.

At the matinees, concerts, and private soirees of the conservatory, the finest music of the best masters is introduced for criticism and entertainment.

Practice in public performances is permitted to those who desire to become professional musicians, whenever their acquirements enable them to appear with credit to themselves and the institution.

St. Louis is proud of her conservatory of music, and the accomplished directors have every reason to congratulate themselves upon the success which has so far attended their efforts.

The books are now open for the term just commencing, and the price of tuition is very moderate, graduated to a scale of \$12, \$16, and \$19 per quarter.

QUEER, isn't it, that they struck upon the name, "Globe Shoe Store," but then they have the reputation of giving more goods for the money at 805 Franklin avenue than any other place on the "globe."

MILLWRIGHTS, carpenters, and others who use Roth's Improved Saw-file Guide, say that they would not be without one if it cost \$5. Retail price is \$2.50. Discount to agents. Send for testimonials, etc., to E. Roth & Bro., New Oxford, Pa.

EDUCATIONAL DOCUMENTS.

We determined, some time since, to issue a series of "tracts," or documents, in cheap form, in conformity with the earnest solicitation of many of the leading educators from different parts of the country, which should embody some of the most practical ideas, and the freshest thought and expression of the age on this subject. These documents are for circulation among the people, so that they may be better informed not only of the work done by the teacher, but of the necessity of this work. Teachers and school officers have found them to be profitable and interesting reading, and orders have been received for them from almost every State in the Union.

So far, nineteen of these separate tracts have been issued. Massachusetts and Texas order them by the thousand; Colorado and Maine send for them. They cost \$7 00 per hundred, or ten cents for single copies. (Send postage.)

The "Popular Educational Documents" issued thus far, cover the following interesting and practical topics:

No. 1. WHAT SHALL WE STUDY? By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 2. THE THEORY OF AMERICAN EDUCATION. By Wm. T. Harris, Superintendent of Public Schools of St. Louis.

No. 3. HOW NOT TO DO IT; Illustrated in the Art of Questioning. By Anna C. Brackett, Principal Normal School, Saint Louis.

No. 4. WOMEN AS TEACHERS. By Grace C. Bibb.

No. 5. AN ORATION on the Occasion of Laying the Corner-stone of the Normal School at Warrensburg, Johnson county, Missouri. By Thomas E. Garrett, Editor Missouri Republican, and M. W. Grand Master of Masons of Missouri.

No. 6. HOW TO TEACH GEOGRAPHY. By Mrs. Mary H. Smith. Read before the National Teachers' Association.

No. 7. HOW TO TEACH NATURAL SCIENCE IN THE DISTRICT SCHOOLS. By Wm. T. Harris.

No. 8. THE EARLY WITHDRAWAL OF PUPILS FROM SCHOOL—Its Causes and Its Remedies. An Essay read by William T. Harris, at the National Educational Association, in Boston.

No. 9. THE RIGHT AND POWER OF THE STATE TO TAX THE PROPERTY OF THE STATE TO MAINTAIN PUBLIC SCHOOLS. By Hon. H. C. Brockmeyer.

No. 10. HOW FAR MAY THE STATE PROVIDE FOR THE EDUCATION OF HER CHILDREN AT PUBLIC COST? An essay by Wm. T. Harris, before the National Educational Association, at St. Louis.

No. 11. MODEL REVIEW EXERCISE IN ARITHMETIC.

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Knox College, Galesburg, Illinois.
Dear Sir—I have given "Harpers' Geography" as careful an examination as my time would allow, and find it of very superior excellence in many important particulars. In all that pertains to the mechanism of a book it is really a model. Its bright, clean pages, and both attractive and restful to the eye. In matter, both as to kind and amount, it seems very happily to avoid the extremes of meagreness and plethora, and to discriminate between that which properly belongs to geography and that which does not. The physical and political elements are presented in the proper order of sequence, so that the relations of the industries and wealth of each country to its physical characteristics, are clearly and forcibly shown. I think the publishers are to be congratulated, and the teachers of the country, too. Very respectfully,
NEWTON BATEMAN.

Racine Academy, Racine, Wis.
Dear Sir—I am using "Harpers' School Geography" with the greatest satisfaction. It is beautiful, admirably arranged, and comprehensive. In typography, maps, matter and method, I do not see how it can be excelled. By the use of this new geography, I am saving time of scholars as well as of teachers, and I desire to recommend it strongly and unqualifiedly. Very respectfully yours,
JNO. G. MCMYNN.

University of Chicago, Chicago, Ill.
Dear Sir—I have examined "Harpers' School Geography" with much interest and satisfaction. It is a work of marked excellence, combining in an admirable manner, the leading features of physical and political geography. I believe it will prove useful and popular textbook. Yours truly,
ALONZO ABERNETHY.

Illinois Industrial University, Champaign, Ill.
Dear Sir—It is certainly a beautiful book, and has many features which strike me very favorably. I regard as especially valuable the great number of beautiful and characteristic illustrations. It is more difficult than most people think, for a boy or girl in one of our usual schools to form any clear idea of the wonderful and strange lands to which geography is designed to introduce them, and such pictures as these are invaluable to teachers knowing how to use them. The maps are sufficiently full, and are to be commended for their clearness. Yours very truly,
J. M. GREGORY.

E. C. HEWETT, President of Illinois State University says: We have here a new text-book, beautifully made, richly illustrated, both with maps and pictures, containing most of the excellencies of those that have preceded it, as well as several important features which are peculiar to it. The leading purpose of the writer, as he tells us, is to present geography in its commercial aspects; but he has by no means confined himself to this, nor neglected other parts of the study. He very properly makes physical geography the basis of all the rest; and there is enough of physical geography in this book to serve for the use of all our common and grammar schools; yet political and descriptive geography are by no means neglected. We commend the study of the United States by sections, the full illustrations showing the animals of the several continents, and the peculiarity of introducing several pages of special geography of the more important States, to be inserted in editions designed for use in those States.

Naturally, we have been gratified to notice several things which we have not found in other text-books, but which we have learned to regard as important, from long experience in teaching this subject. Among these we may mention the remarks about map-drawing, and the broad distinction between sketches and maps, on p. 7, the comparison of North and South America, p. 75, and the indications of the more important places whose location is to be specially impressed on the memory, as on nearly or quite all the political maps; we may also add the tracing of the great railroad routes, as shown on pp. 66 and 67. This book is a series in itself; no other book on geography is necessary in most of our schools, except a good primary book—that most difficult of all books to find. The selection of topics is very judicious, and the language clear and concise—the illustrations are numerous, lively and instructive, the maps clear and beautiful.

From Prof. D. Arnold:
Washington University, St. Louis.
Dear Sir—I gave Harpers' School Geography a careful inspection, and asked the teachers of this branch to do the same. Each one liked it, and I was confident of its superiority. I therefore introduced it into those classes which had arrived at the proper grade, and am happy to say that it surpasses my expectations. The mixture of physical and political geography gives a comprehensive knowledge of the country or section studied, and the questions are so clearly cut that a scholar knows just what to learn, and has definite and pointed information whenever he has got his lesson. Hoping the work may meet with the success it deserves, I remain, yours &c,
D. ARNOLD.

Washington University, March 16, 1877.
Dear Sir—Although favorably impressed with the Harpers' Geography from the first, I like it still better now that I have given it a trial. The

systematic arrangement of map questions is admirable, and in another respect it seems to me superior; I refer to the introduction of enough of physical geography to enable the student to study intelligently the commerce of countries. Then too, its beautiful illustrations, clear type, and labor-saving maps, are points which cannot be too highly commended. Very respectfully,
J. E. BORDEN

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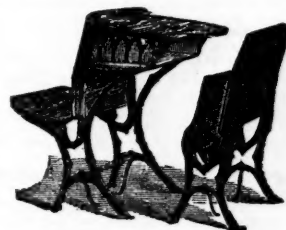
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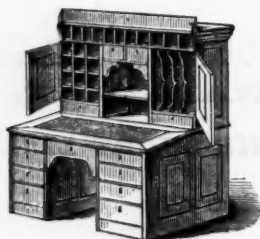
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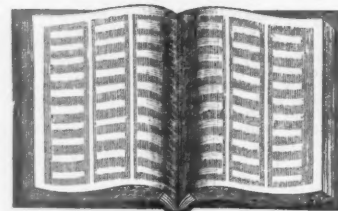
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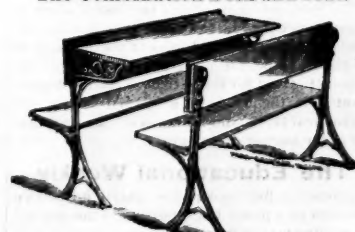
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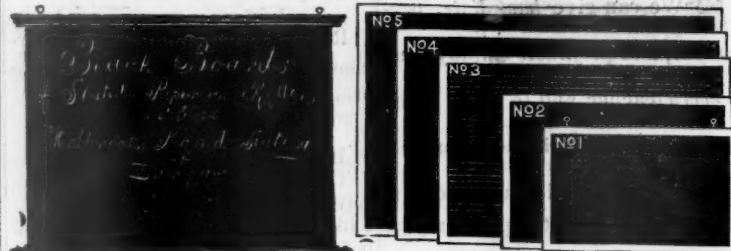
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SECOND—For applying the Slating use a flat camel's hair brush, from three to fifteen inches wide—the wider the better.

THIRD—Shake and stir the Slating till thoroughly mixed; and, that the surface may be even, in applying the Slating take as few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lapings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emery or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several imitations, none can produce the

Smooth, Enduring, Dead-black Surface of the Holbrook.

It is the only surface that will not glaze.

N. B.—Thousands of testimonials like the following, received in proof of superiority of this article. James P. Slade, County Superintendent of St. Clair County, Ill., says: "Nearly two years since, for the purpose of testing several of the various articles used in the making of Blackboard surface, five or six different preparations were used in repairing our boards and making new Blackboard surface; and, now that sufficient time has elapsed to enable me to judge of their merits, I have no hesitation in saying that Holbrook's Slating is by far the best. It does not become glossy, crack or scale off. I can further affirm that it does improve, as you claim it will, by use. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity."
J. P. SLADE."

It will Last Ten Years.

Keep the can well corked. A gallon will cover about 250 square feet. Brushes furnished if desired. Sample as applied to paper sent by mail on application. Send for circular of Blackboard Erasers, and everything else needed in your school. Address, with stamp for reply,

J. B. MERWIN,
704 Chesnut street. St. Louis, Mo